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Technology Integration Workshop  
2016

**Unit Title:** European Union / International Organizations

**Grade Level:** 8th Grade

**Subject Area:** Social Studies

**Duration/Length/Number of class periods:**

**Description:** Students will learn about international organizations and the purpose of these types of organizations.

**Established Goals (National, State, Local):**

8.1.5.11.1 - Explain why governments belong to different types of economic alliances and international and regional organizations.

What **Enduring Understandings** are desired?

- How do international economic and political institutions affect world affairs?
- How do international economic and political institutions affect United States foreign policy?
- How do members of an international organization cooperate and disagree?

What **Essential Questions** will be considered?

- International political and economic organizations influence world affairs and United States foreign policy.

**Students will know / be able to:**

- Students will be skilled at identifying political and economic advantages and disadvantages of international organizations.
- Students will know that political, economic, and cultural factors influence the success or failure of international organizations.

Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.

Description	<a href="#">Formative</a>	<a href="#">Summative</a>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day one: <b>Pre-assessment of International Organizations - <a href="#">ENTRY TICKET</a></b>	X		X		Google form	Google form	
Day one: <b>Supranational Cooperation Activity:</b> “School board members from multiple Southwestern Minnesota school districts met last week to consider the formation of a new “Super School”. Over the past 20 years, many of the districts involve in the meetings have experienced declining enrollments. With fewer students, each school has had to get by with less state funding. The formation of the “Super School” would combine the six school districts into one larger district. Each town would maintain their own elementary school, but the middle school and high school would be combined into one site for all of the students in the district.” <ul style="list-style-type: none"> <li>- Based on what you have read and your own ideas about the possible new school, list advantages and disadvantages.</li> <li>- Would you be in favor of this change?</li> </ul>			X				
Day one: <b>Introduction to International Organizations: Do you think countries ever work together? If so, what kinds of things do they think countries work together to do?</b>			X			Google Slides	
Day one: <b>Direct Instruction: Dates, history, people involved with European Union</b>					Google form	Google Slides	
Day one: <b>Exit slip for European Union - <a href="#">EXIT TICKET</a></b>	X				Google Form	Google Form	
Day two: <b>Brainstorm on board- What may be some good things about the European Union? Some bad?</b>							
Day two: <b>Document Based Question (DBQ) - “Do the benefits of the European Union outweigh the costs?”</b> <ul style="list-style-type: none"> <li>• Documents include political and economic advantages</li> <li>• Perspectives from anti-European Union individuals</li> <li>• Work in pairs to answer DBQ on google forms</li> </ul>				X	Google form	Google form	
Day three: <b>Finish DBQ</b>				X	Google form	Google form	
Day three: <b>Class Discussion on DBQ activity: “Do the benefits of the European Union outweigh the costs?”</b>	X						
Day four: <b>Present Performance Task: Students create a news magazine article or a news segment video on their chosen international organization (Rubric attached)</b> <ul style="list-style-type: none"> <li>• Examples include: United Nations, World Trade Organization, Arab League, NATO, Organization of American States</li> <li>• Students play the part of journalists, presenting a profile on one of other international organization</li> <li>• Work in pairs</li> </ul>				X	Student choice	Google Slides	
Day five: Work on performance task				X	Student choice		

Day six: Work on performance task				X	Student choice		
Day seven: Gallery walk of performance tasks				X			
Day eight:							

**Materials, tools and resources: Google Slides - E.U., DBQ lesson - primary, secondary sources., Chromebooks., Rubric April Wallace, Luverne Public Schools, a.wallace@isd2184, misswallacesclassroom.weebly.com**

**Additional credit given to**